

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

Your Name	Nick Lacasse
What is the performance task for your unit?	You've just finished college and are now a master of expected value. You're now in the market for a job so you can start paying off your student loans. While flipping through the newspaper, scanning for openings, you notice a large number of ads for companies in crisis! It would seem that they are all in need of an expert on expected value to help them salvage their company. It is your job to pick a company in crisis and help them get back on their feet by teaching them about expected value and decision making. Be sure to create a video documentary for proof to others of your part in the company's success.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	Students will use some form of movie creation. This means they will need to be able to operate either: a computer camera, a camcorder, a video capable DSLR, or another of the plethora of video recording devices. Optional: video editing software (iMovie, Final Cut Pro, Windows Movie Maker, etc.), sound editing software (Garageband, Adobe Audition, etc.)
Lesson # in which students will create the performance task	Students will be introduced to the task in lesson 4 and present the task after lesson 6.

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Organizational Structure	http://generator.acmi.net.au/storyboard/build-your-own This website helps users create a storyboard.	I can create a packet for them that will describe a variety of skills that will serve them well and they'll probably end up using before the end of the semester.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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Recording video	http://www.youtube.com/watch?v=giwZNSfCXbU here is a video that will teach people how to record video...on this particular model. Unfortunately because video can be recorded on such a variety of tools (and those more specific tools have varying models) there is no definitive source on “how to record video” that is useful. Unless you use a source that covers the material in such a broad fashion that it’s actually completely useless.	This item can be included in the packet of useful skills I’ll hand out, as detailed above.
Understanding Copyright	http://www.wikihow.com/Avoid-Copyright-Infringement This is a short guide on how to avoid copyright infringement. I would also advise students that the best way to avoid infringement is “when in doubt, assume you can’t.”	This item can be included in the packet of useful skills I’ll hand out, as detailed above. It could also be present in my syllabus under the plagiarism section.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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Video Editing	http://www.youtube.com/watch?v=uBMmGJwrv9c	This item can be included in the

	this particular example is for imovie but if you can navigate to Youtube and find the search bar you can find essentially any resource/tutorial you'll need.	packet of useful skills I'll hand out, as detailed above.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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Exporting Video	http://www.wikihow.com/Export-an-iMovie-Video-in-HD This link informs students on how to export an iMovie project in HD.	I will introduce it with the skills packet.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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Uploading a video to Youtube	http://www.youtube.com/watch?v=IOL7eWabLe0 This will inform viewers of how to upload a video to youtube.	This will be listed in the packet of skills that might be useful.